PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Honors American Studies

Curriculum Writing Committee:

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Grade Level: 9

Date of Board Approval: _____

Course Weighting: Honors American Studies

Unit Tests (2-3 per marking period)	70-80 points per test
Projects (1-2 per marking period)	40-50 points per project
Essays (1-2 per marking period)	50 points per essay
Quizzes (3-4 per marking period)	30-50 points per quiz
Homework/Classwork	5-20 points per assignment
Participation and Preparation	50 points

Curriculum Map

Overview:
The Honors American Studies course will examine significant events, developments, and themes in American history, society, and culture since 1865. An introductory unit will provide an introduction to the Honors American Studies course timeline; significant topics included throughout the course, including key provisions to the Constitution; the political spectrum and American geography; as well as a brief review of the closing unit of American Studies I, chronicling the significant events and developments of the American Civil War. Students will then examine course content through a series of thematic units. Content units will include: The Struggle for Equality, Immigration and Migration, Life in the Industrial Age, The Evolution of the Modern American Economy, The Origins of American Foreign Policy, America's Involvement in World Wars, and the United States as a World Power. In order to prepare students for Advanced Placement level courses, this class will develop reading, writing, critical thinking and reasoning skills. In addition, the honors-level students in this course will utilize the integration of technology, and further develop research, collaboration, and presentation skills.

Goals:

- **Marking Period 1 (45 days) -**
  - **Unit 1: Introduction Unit -** 10 Days
    - Introduction to Honors American Studies course timeline
    - American Geography Review
    - Introduction to political terms and ideologies
    - Constitution Review
  - **Unit 2: Civil War and Reconstruction Unit -** 20 Days
    - Civil War Review- Closing Unit of American Studies 1

        - Reconstruction Overview

    - **Unit 3: The Struggle for Equality Unit -** 15 Days (continued in 2nd Marking Period)
        - **African American Struggle for Equality**
            - Jim Crow Era
            - Great Migration and Harlem Renaissance
            - Post World War II Modern Civil Rights Movement

- **Marking Period 2 (45 days)**
    - **Unit 3: The Struggle for Equality Unit -** 15 Days (continued)
        - **Women's Struggle for Equality**
            - Fight for Suffrage
            - Challenging traditional roles and societal expectations
            - Post World War II Modern Women's Movement
        - **Native American Struggle for Equality**
            - Westward Expansion and Native American relocation and resistance
            - Government policy and calls for reform
            - Post World War II era-Modern Native American challenges and calls for reform

    - **Unit 4: Immigration and Migration Unit -** 15 Days
        - Immigration
            - Push/Pull factors involved in immigration and migration history
            - The immigrant experience throughout the course timeline
            - Government policies concerning immigration
            - Post World War II era - modern immigration issues
        - Migration
            - Migration patterns and changes throughout the course timeline
            - Post World War II era - modern migration patterns and population change

    - **Unit 5: Life in the Industrial Age, Gilded Age and Progressives Unit -** 15 Days
        - Overview of economic systems
        - Development of the American Industrial Revolution
        - Leading Industrialists - robber barons and captains of industry?
        - The rise of the labor movement
        - Gilded Age corruption
        - Progressive Movement
        - Consumerism and the Roaring Twenties

- **Marking Period 3 (45 days)**
    - **Unit 6: The Evolution of the Modern American Economy Unit** - 20 Days
        - Consumerism and the Roaring Twenties

        - Life during the Great Depression- causes and social, economic, and cultural effects
        - Political response to the Great Depression - Hoover, FDR
        - Impact of World War II on economic life
        - Presidential economic agendas after the New Deal
        - Significant economic developments of post-World War II era

    - **Unit 7: Origins of American Foreign Policy** - 10 days
        - Overview of foreign policy concepts - Isolationism, Expansionism, Imperialism
        - Shift from expansion to imperialism in the late 19th century
        - Spanish-American War
        - Presidential foreign policies early 1900s - Roosevelt, Taft, Wilson

    - **Unit 8: America in the World Wars** - 15 days (continued in 4th Marking Period)
        - World War I
            - Causes of World War I
            - The Homefront
            - America's position at start of the war
            - Factors affecting US decision to enter war
            - Impact of American Involvement on the outcome of war
            - American war experience
            - Post War proposals, debates, and agreements

- **Marking Period 4 (45 days)**
    - **Unit 8: America in the World Wars** - 20 days (continued)
        - American foreign policy between the World Wars
        - World War II
            - Causes of World War II
            - America's position at start of the war
            - Factors affecting US decision to enter war
            - Impact of American Involvement on the outcome of war
            - American war experience
            - Decisions on ending the war
            - Immoral acts of war

    - **Unit 9: America as a World Power** - 25 days
        - Cold War
            - Origins of the Cold War
            - Cold War "hot spots" and expansion
            - The evolution of American Cold War foreign policy
            - Containment (late 1940s-early 1950s)
            - Brinkmanship (1950s)
            - Flexible Response (1960s)
            - Détente (1970s)

        - "Peace through Strength" (1980s)
        - Arab-Israeli conflicts
        - Iranian hostage crisis
    - Persian Gulf War
    - War on Terrorism
    - Current issues dealing with foreign policy

Big Ideas:

- Big Idea #1: Historical context is needed to comprehend time and space.
- Big Idea #2: Historical interpretation involves an analysis of cause and result.
- Big Idea #3: Perspective helps to define the attributes of historical comprehension.
- Big Idea #4: The history of the Commonwealth continues to influence Pennsylvanians today, and has impacted the United States and the rest of the World.
- Big Idea #5: The history of the United States continues to influence its citizens, and has impacted the rest of the World.
- Big Idea #6: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.
- Big Idea #7: United States and world geography have been both a dividing and connecting factor in American history; knowledge of American geography is crucial to understanding history.
- Big Idea #8: Nothing happens in a vacuum. Historical knowledge lends itself to understanding not only the present, but also each specific moment in history.
- Big Idea #9: The struggle for both power and equality - though different - have been defining features of American history and America's place in global history.

Textbook and Supplemental Resources:

- **Primary Textbook Name:** *United States History*
    - **Textbook ISBN:** 978-0-07-902313-1
    - **Textbook Publisher/Year of Publication:** McGraw Hill, 2023

- **Supplemental Resources:**
    - National Archives Important U.S. Documents: https://www.ourdocuments.gov/doc.php?flash=false&doc=61
    - Miller Center on Presidential Policies and History: https://millercenter.org/president
    - National Park Service - Information on National Monuments, Parks, and other important landmarks in U.S. History: https://www.nps.gov/index.htm
    - Library of Congress: https://www.loc.gov/
    - Library of Congress Timeline of Primary Sources
    - Teaching resources: https://teachingamericanhistory.org/
    - The Gilder Lehrman Institute of American History
    - National Archives Primary Sources and Activities: https://docsteach.org/
    - PBS U.S. History Sources

Curriculum Plan

Unit 1: Introduction Unit - 10 Days

- **Standards:**
  - 5.1.9.C: Analyze the principles and ideals that shape United States government: Liberty / Freedom, Democracy, Justice, Equality.
  - 5.1.9.D: Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.
  - 7.1.9.A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
  - 7.1.9.B: Explain and locate regions and their shared connections as defined by physical and human features.
  - 8.1.9.A. Compare patterns of continuity and change over time, applying context of events.
  - 8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
  - 8.3.9.C.: Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.

Objectives: Students will be able to…

- Identify all 50 U.S. states on a blank map. (DOK 1)
- Categorize the key components of the Constitution. (DOK 2)
- Identify common current political terms and formulate their own views and opinions regarding them. (DOK 3)
- Itemize historical events in U.S. history on a timeline. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Introduction project; teacher has autonomy on this. Some may choose to do newsmakers project, something about the states, a glimpse of the class, or an introduction about the students themselves.
- Students will practice the 50 states. One option is this website: https://www.geoguessr.com/vgp/3003?gamemode=pin.
- Students will complete a class timeline introducing significant events and topics included in the American Studies course timeline.
- Students will create a graphic organizer introducing American Presidents and their time in office, as well as identifying significant domestic and foreign events that occurred during their administrations.
- In a class discussion, students will demonstrate their prior knowledge of common current political issues, terms, and ideologies.

- Students will define common current political terms.
- Students will reflect upon their own political views by taking a political spectrum quiz and comparing where they thought they landed on the political spectrum to their results.
- Students will complete a guided reading search of the key provisions of the Constitution.
- Students may create a timeline that incorporates major events in U.S. history and the Presidents.

Assessments:

- **Diagnostic:**
  - Pretest the student's knowledge of the states.
  - Class discussion on Presidents, political spectrum, and American history's biggest moments prior to having students chart or identify for a grade.
  - Graphic organizers, brainstorming, class discussion, teacher-designed worksheets and review assignments.

- **Formative:**
  - Read selected primary and secondary sources and answer questions; charts; class discussions; teacher observations and questioning techniques; teacher checks on progress; teacher checks on student online map practice (Seterra software); group activities, individual assignments.
  - Introduction Project for Unit 1

- **Summative:**
  - 50 States Quiz (50 points)
  - Introduction Unit Test

- **Correctives:**
  - For students struggling with the states, offer extra practice on paper or online.
  - Have personal discussions with students about the political spectrum and specific policies/viewpoints if they are struggling to comprehend in a group class setting.
  - Offer extra graphic organizers and charts for those struggling with key concepts.

- **Extensions:**
  - Students can research a specific President and create a biographical project - in whatever format the teacher deems fit - about that President.
  - Students can create a brochure or a diorama about a specific state.
  - Students can create a "roadtrip through America" for which they research various places in the U.S. that are notable for their geography or for historical reasons.

Unit 2: Civil War and Reconstruction Unit - 20 Days

- **Standards:**
    - 5.1.9.C: Analyze the principles and ideals that shape United States government: Liberty / Freedom, Democracy, Justice, Equality.
    - 7.1.9.A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
    - 7.1.9.B: Explain and locate regions and their shared connections as defined by physical and human features.
    - 8.1.9.A. Compare patterns of continuity and change over time, applying context of events.
    - 8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
    - 8.3.9.C.: Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.
    - CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
    - CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
    - CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
    - CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
    - CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.
    - CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
    - 5.1.9.A: Apply examples of the rule of law as related to individual rights and the common good.
    - 5.1.9.B: Analyze the major arguments advanced for different systems of government.
    - 5.1.9.F: Analyze the role political symbols play in civil disobedience and patriotic activities.
    - 5.2.9.B: Analyze strategies used to resolve conflicts in society and government.
    - 5.2.9.C: Examine political leadership and public service in a republican form of government.
    - 5.2.9.D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
    - 5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.

- 5.3.9.B: Analyze the roles of local, state, and national governments in policy-making.
- 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
- 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.F: Explain the Supreme Court's role in interpreting the U.S. Constitution (Individual rights, States' rights, Civil rights).
- 5.3.9.J: Compare and contrast various systems of government.
- 6.1.9-12.G: Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.
- 6.1.9-12.L: Analyze how consumers and producers participate in the global production and consumption of goods or services.
- 7.3.9.A: Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 8.2.9.D: Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US: Ethnicity and race, Military conflict.
- 8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

Objectives: Students will be able to…

- Students will Analyze the various events that contributed to the onset of the Civil War. (DOK 3)
- Review the system of American slavery; discuss various forms of resistance. (DOK 1)
- Identify major trails that settlers used to move out west. (DOK 1)
- Discuss the idea of popular sovereignty and how westward expansion combined with that population shift caused major disagreements over whether the new territories should allow slavery or not. (DOK 1)
- Identify conflicts such as the Mexican American War and its impact on U.S. policy and attitude towards slavery and expansion. (DOK 1)
- List and describe the major pieces of legislation leading up to the Civil War (Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act), as well as Bleeding Kansas, the Dred Scott Supreme Court decision, and the election of 1860. (DOK 1)
- Differentiate between the North and the South and their different reasons for fighting. (DOK 1)
- Identify the major reasons for war and the outcome of the war. (DOK 1)
- Students will Investigate the important political and military happenings of the Civil War. (DOK 3)
- Describe and identify the three Reconstruction Amendments. (DOK 1)
- Compare and contrast Presidential (Lincoln and Johnson) and Congressional Reconstruction. (DOK 2)
- Critique Reconstruction from various viewpoints. (DOK 4)

- Develop a logical argument to explain Reconstruction as either a success or failure overall. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Demonstrate on a map which states and territories were associated with which side of the war.
- Complete a chart showing the differences between the North and the South. This could be focused on a variety of aspects such as military strengths and weaknesses, the economies of each, leadership, etc.
- Using textbook and online sources, Students will investigate the factors leading to the Civil War and compose a paragraph that demonstrate how one factor contributed to the future conflict.
- Using textbook and online sources, Students will construct a timeline reviewing the significant events of the Civil War.
- Students will analyze various primary source newspapers - potentially in a jigsaw fashion - about the Dred Scott Supreme Court decision and answer questions about the likely political leanings of the authors and viewership based off of the tone, writing, and publication location of their assigned source.
- Students will identify various battles of the Civil War.
- Students will discuss the significant political decisions and military engagements that impacted the time period.
- Students should listen to or analyze either the Emancipation Proclamation, the Gettysburg Address, or Lincoln's Second Inaugural Address.
- Optional Lesson: Get students to think about what soldiers' lives may have been like while going through the war. An example could be to have the students write a letter home to loved ones explaining their situation and all they're going through in the war.
    - This can be enriched even further by making hard tack with the students, as this was a food commonly eaten by Civil War soldiers.
- Lecture/notes/outline on the major Reconstruction policies (Lincoln's, Johnson's, and Congress's).
- Optional Lesson: View selected segments from the PBS series, *Reconstruction - The Second Civil War*, and in a class discussion, relate the controversy between the Presidential plans and Congressional plans for Reconstruction.
- Complete a chart comparing the three Reconstruction plans.
- Activity and/or class discussion to show students the realities of sharecropping and tenant farming.
- Evaluate Reconstruction from different perspectives to determine whether it was a success or failure overall.
- Optional Lesson: Show the movie Lincoln, which essentially showcases the Reconstruction plans debate.
- Discussion/activity/writing assignment about how Reconstruction helped or hurt the African American struggle for equality that started with the Civil War.
- Read primary sources that depict the changes in Southern society during Reconstruction.
- Include readings on freedmen, southern whites, scalawags, and carpetbaggers.
- In a class discussion, identify how the U.S. Congress, Supreme Court and the Northern States counter the oppression experienced by freedmen during this time.

- Review and analyze the results of the Election of 1876 and discuss how the Compromise of 1877 led to an end of Reconstruction in the South.
- In a class discussion, investigate the economic, political, and social changes that occurred in the South during the time period.

Assessments:

- **Diagnostic:**
  - Pretest the student's knowledge of the Civil War era.
  - Class discussion on Westward Expansion, the road to the Civil War, the Civil War, and Reconstruction prior to having students chart or identify for a grade.
  - Graphic organizers, brainstorming, class discussion, teacher-designed worksheets and review assignments.

- **Formative:**
  - Read selected primary and secondary sources and answer questions; charts; class discussions; teacher observations and questioning techniques; teacher checks on progress; group activities, individual assignments.

- **Summative:**
  - Quiz on the Causes of the Civil War
  - Quiz on the Civil War
  - Test on Causes of the Civil War, the Civil War, and Reconstruction

- **Correctives:**
  - For students struggling with major concepts of the Civil War, offer extra practice on paper or online.
  - Have personal discussions with students about the Civil War if they are struggling to comprehend in a group class setting.
  - To offer another teaching style, show students YouTube videos from legitimate U.S. historians or teachers.
  - Offer extra graphic organizers and charts for those struggling with key concepts.

- **Extensions:**
  - Students may research specific military tactics of either or both sides of the Civil War, and can use the American Battlefields Trust in order to do so.
  - Students can research a historical figure of the Civil War era and create a choice project about that person and their impact.

Unit 3: Struggle for Equality - 30 Days

- **Standards:**
    - 5.1.9.C: Analyze the principles and ideals that shape United States government: Liberty / Freedom, Democracy, Justice, Equality.
    - 5.1.9.F: Analyze the role political symbols play in civil disobedience and patriotic activities.
    - 5.2.9.B: Analyze strategies used to resolve conflicts in society and government.
    - 5.2.9.C: Examine political leadership and public service in a republican form of government.
    - 5.2.9.D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
    - 5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.
    - 5.3.9.B: Analyze the roles of local, state, and national governments in policy-making.
    - 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
    - 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
    - 5.3.9.E: Compare and contrast the different election processes for local, state, and national offices.
    - 5.3.9.F: Explain the Supreme Court’s role in interpreting the U.S. Constitution: Individual rights, States’ rights, Civil rights.
    - 5.3.9.H: Evaluate the importance of freedom of the press and the political influence of mass media.
    - 6.3.9-12.G: Evaluate the economic roles of governments in a globalized economy (e.g., trade policy, income inequality, distribution of wealth).
    - 6.3.9-12.I: Evaluate government decisions in prioritizing public goods and services.
    - 7.1.9.A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
    - 7.1.9.B: Explain and locate regions and their shared connections as defined by physical and human features.
    - 7.3.9.A: Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.
    - 8.1.9.A. Compare patterns of continuity and change over time, applying context of events.
    - 8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
    - 8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
    - 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

- 8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C.: Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.
- 8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.
- CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.5.9-10.E: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives: Students will be able to …

African American Struggle for Equality

- Connect the major ideas and struggles of Reconstruction to the ensuing struggle for equality for African Americans that lasted over a century. (DOK 4)
- Cite evidence of the political, economic, and social changes taking place in the South in the late 19th century (DOK 3)
- Assess federal and state legislation that led to loss of civil rights for African Americans. (DOK 3)
- Analyze the transition from slavery to black codes to Jim Crow laws. (DOK 4)
- Explain Jim Crow laws and their impact on the South. (DOK 1)
- Analyze the ideas of African-American leaders in addressing the loss of rights at the turn of the 20th century. (DOK 4)
- Explain the purpose of literacy tests, poll taxes, and other measures that restricted Black voting rights. (DOK 1)
- Hypothesize why such great emphasis was placed on creating voting restrictions for African Americans in the Jim Crow era. (DOK 3)
- Discuss the various ways that African Americans were treated as (and kept as) second-class citizens in the Jim Crow era. (DOK 1)
- Identify the factors contributing to the Black Migration. (DOK 2)

- Assess the contributions of significant figures and cultural aspects of the Harlem Renaissance. (DOK 3)
- Differentiate the leaders, strategies and philosophies of various Civil Rights organizations in the mid-twentieth century. (DOK 3)
- Analyze landmark Civil Rights legislation of the Modern Civil Rights Movement. (DOK 4)

Native American Struggle for Equality

- Identify the diverse cultures, customs, and ways of life of various indigenous groups in the Americas, both historically and in the present. (DOK 1)
- Connect the previous topic of Westward Expansion to the topic of the Native American struggle for equality. (DOK 4)
- Review earlier policies such as the Trail of Tears. (DOK 1)
- Cite evidence of the federal government's treatment of Native Americans in the late 19th and 20th centuries. (DOK 3)
- Investigate why Americans would want to move Native Americans onto reservations. (DOK 3)
- Analyze primary sources about American treatment of Native Americans. (DOK 4)
- Identify efforts of individuals and organizations that pushed for Native American rights and equality in the 19th and 20th centuries. (DOK 1)
- Assess the success of the Native American equality campaign and investigate continuing challenges facing them. (DOK 3)

Women's Struggle for Equality

- Identify the Seneca Falls Convention as the formal start of the American Women's suffrage movement. (DOK 1)
- Recognize the factors influencing the women's rights movement of the 19th century. (DOK 1)
- Analyze the ideas of women's rights leaders in their efforts to gain equality (DOK 4)
- Identify leaders, organizations, and strategies in the women's suffrage movement. (DOK 1)
- Compare and contrast the various strategies used to obtain suffrage. (DOK 2)
- Evaluate the effectiveness of the National Women's Party on obtaining suffrage. (DOK 4)
- Assess the results of the women's suffrage movement. (DOK 3)
- Summarize the factors influencing the women's rights movement (Second and Third Wave Feminism). (DOK 2)
- Identify leaders, organizations, and strategies in the women's rights movement. (DOK 1)
- Analyze landmark Civil Rights legislation of the modern women's rights movement. (DOK 4)
- Connect the various phases of the women's movement to the modern era and current gender issues. (DOK 4)

Core Activities and Corresponding Instructional Methods:

African American Struggle for Equality

- Brainstorm Activity- Identify Modern Civil Rights issues, figures and events.

- Students will be assigned a Modern Civil Rights figure, issue, or event and complete a thorough identification to share with the class and add to class designed Modern Civil Rights collage.
- After reviewing designated textbook sections and primary sources, students will construct a graphic organizer that compares the Reconstruction plans and proposals of Presidents Lincoln and Johnson, and the Congress.
- Construct a chart on federal and state legislation, along with Supreme Court decisions that led to the gradual loss of civil rights during the time period.
- Read primary sources of Jim Crow Laws in various states, or watch the *PBS - The Rise and Fall of Jim Crow* to provide examples of various Jim Crow Laws that brought about legalized social segregation.
- Have students take a Literacy Test in class and then go through it. Show that the point was not to test for literacy, but to be able to pick and choose who was able to vote.
- Construct a chart on federal and state legislation, along with Supreme Court decisions that led to the gradual loss of civil rights during the time period.
- Using online resources, PBS - The Rise and Fall of Jim Crow, students will provide examples of various Jim Crow Laws that brought about legalized social segregation.
- Students will examine the Supreme Court decision of Plessy v. Ferguson and analyze the court's decision.
- Read primary sources on Booker T. Washington, W.E.B. Dubois, and Marcus Garvey and compare and contrast their views on the loss of rights and what effort the African American community should take to regain the rights.
- Construct a persuasive essay - Example prompt: Which leader was the most effective leader in improving the status of African-Americans in the late 19th century and early 20th centuries?
- View the online exhibit, Jacob Lawrence - The Migration Series and examine push and pull factors and the experience of African Americans during the Black Migration.
- Explore the Harlem Renaissance online reference published by the Kennedy Center-Drop Me Off in Harlem, to become familiar with significant figures and their contributions.
- As a group, create a Harlem Renaissance billboard advertisement that includes various performers, important issues, and cultural topics of the 1920s.
- Students will read the article, Eleanor Roosevelt and Civil Rights, and complete a guided reading assignment introducing students to the African-American civil rights struggle during the 1930s and 1940s.
- Using video clips from the PBS series, *Eyes on the Prize*, and class discussions, explain the modern civil rights era with various events to achieve desegregation and political rights.
- Review designated textbook sections and chart Lecture/notes/textbook outline on the early efforts to end segregation from the 1930s to the mid-1950s.
- Examine the importance of Brown v. Board of Education and its ripple effect on communities across the South.
- Discuss the Montgomery Bus Boycotts, Rosa Parks, the Montgomery Improvement Association, MLK Jr., and the eventual Southern Christian Leadership Conference.
- Lecture/notes/textbook outline on the three major phases of the Civil Rights Movement: segregation, voting rights, and economic inequality.

- Create a magnet summary of civil rights actions, people, court decisions, and legislation not covered in the class discussion.
- Listen to Martin Luther King Jr.'s "I Have a Dream" speech.
- Optional Lesson: Students create their own "I Have a Dream" speech about a more idealistic world.
- Review designated textbook section and Lecture/notes/textbook outline to compare and contrast the ideas and philosophies of the Civil Rights leaders.
- Write an essay or create a project that analyzes the changes that occurred during the 1960s in goals, strategies, and support of the movement for African American civil rights.
- Students will Create a brief presentation exploring the Civil Rights Movement and how the struggle was fought in various aspects of American political, social and cultural life.
- Optional Lesson: Focus on the music of the Civil Rights Era and have students listen to the voices that led the movement in song.
- Optional Lesson: Show students the movie Remember the Titans, as it is an interesting story that showcases the integration process in the South to the backdrop of a high school football season.
- Examine affirmative action and the corresponding Supreme Court decisions that will lead into a class discussion and guided questions on the topic.

Native American Struggle for Equality

- Review of the 1830s Trail of Tears; this should include a visual map representation of the Trail of Tears.
- Lecture/notes/textbook outline on post-Reconstruction treatment of Native Americans (reservation and assimilation policies, etc.).
- Have students explore primary sources about the effects of the Dawes Act or another law that changed Native Americans' lives toward the end of the nineteenth century.
- Complete textbook guided reading assignment Lecture/notes/textbook outline identifying the struggle of Native Americans in the West and the federal government's treatment of Native Americans in the late 19th and 20th centuries.
- Students will View selected segments from the PBS series, *The West*, and online resources and discuss the struggle of Native Americans in the West and the federal government's treatment of Native Americans in the late 19th and 20th centuries.
- Lecture/notes/textbook outline on the Indian Wars, especially the Battle of Little Bighorn, and the Massacre at Wounded Knee.
- Compare and contrast efforts of individuals and organizations that pushed for Native American rights and equality throughout the 20th century.
- Use various resources to assess the success of the Native American equality campaign and investigate continuing challenges facing them.
- Complete a project about Native Americans. Examples include:
    - Research a tribe and examine a modern sovereignty issue (such as water rights, natural resources, etc.). Then connect it to a historical policy from this unit. Lastly, describe how the tribe is addressing that problem today.
    - Research an indigenous tribe and focus on the tribe itself and its relationship with the American people/government both historically and to this day.

Women's Struggle for Equality

- Create a graphic organizer that compares and contrasts the Declaration of Independence and Declaration of Sentiments.

- After examining the Declaration of Sentiments, students will create a list of rights denied to women in the mid-19th century, and the demands made by the early women's rights movement.
- Students will utilize textbook and online sources to compare and contrast the ideas and philosophies of women's suffrage leaders and organizations.
- Review designated textbook overview of women's rights movement in the 19th and 20th century and complete corresponding guided reading outline.
- Complete a chart or graphic organizer about the various leaders and organizations of the women's suffrage movement.
- Students should evaluate primary or secondary sources about the suffrage movement.
- Lecture/notes/textbook outline on the importance of women in the workforce during World War I for the eventual ratification of the 19th Amendment.
- Optional Lesson: Class may watch clips or excerpts from *Iron-Jawed Angels*, a movie about the suffrage movement.
- Students will review textbook and online sources and Discuss the significance of the "Rosie the Riveter" image and campaign of World War II and its significance to women's progress in the era.
- Complete a textbook guided reading assignment Lecture/notes/outline on the second women's movement (second wave feminism) during the mid-twentieth century, identifying significant challenges and developments in the women's rights movement of the 1960s and 1970s.
- Discussion on reproductive rights and their role in the second wave of feminism.
- Complete a chart or graphic organizer about issues, organizations, and tactics used in the second women's movement.
- Primary Source Activity - Students will analyze selected excerpts from Betty Friedan's *The Feminine Mystique*, and describe the personal and societal challenges facing women at midcentury.
- Create a visual and written summary project that details the impact and significance of an influential woman in American history or culture since the Women's Suffrage Movement; this could also be done on a 'female first,' or the first woman to accomplish something - such as earning a medical degree, playing a sport professionally, etc.
- Examine the Teach Rock lesson: The Rise of the Girl Groups, by reading provided resources, listening to, and analyzing selected songs from the period. Students will then construct a persuasive argument to the prompt, Were the Girl Groups of the early 1960s voices of female empowerment or reflections of traditional roles?
- Students will create a brief presentation exploring the women's movement and how the struggle was fought in various aspects of American political, social and cultural life.

Assessments:

- **Diagnostic:**
    - Pretest the student's knowledge of Native American, African American, and American women's history.
    - Class discussion on Native American, African American, and American women's histories prior to having students chart or identify for a grade.

- Graphic organizers, brainstorming, class discussion, teacher-designed worksheets and review assignments.

- **Formative:**
  - Read selected primary and secondary sources and answer questions; charts; class discussions; teacher observations and questioning techniques; teacher checks on progress; group activities, individual assignments.
  - Essays and projects for Unit 3.

- **Summative:**
  - Break up the information into either 2 or 3 sections, depending on the PLC's decision. Options include:
    - Two tests, one focused on African American Struggle for Equality, the other focused on both Native American and Women's Struggle for Equality.
    - Three quizzes with one quiz on each of the sections.
    - One test for the African American section and then two quizzes - for Native American and Women.

- **Correctives:**
  - For students struggling with the struggle for equality for African Americans, Native Americans, or women, offer extra practice.
  - Have personal discussions with students about the struggle for equality for African Americans, Native Americans, or women if they are struggling to comprehend in a group class setting.
  - Offer extra graphic organizers and charts for those struggling with key concepts.

- **Extensions:**
  - Students can research a specific person or group within any of the categories and create a biographical project - in whatever format the teacher deems fit - about that person or group. (For example, could do it on Malcolm X, Betty Friedan, etc., or about the SCLC, NWP, etc.)
  - Students can create a brochure or a diorama about a specific protest or event from any of the struggles for equality covered in this unit, or about one we did not cover, such as the Latino/a struggle for equality, LGBTQ+ movement, etc.
  - Students can create a "roadtrip through the Civil Rights Movement" for which they research various places in the U.S. that are notable for their importance in any of the civil rights movements of the twentieth century.
  - Students could research a group that has struggled for equality that we did not specifically cover in class, such as Asian Americans, Hispanic Americans, the LGBTQ+ community, disabled Americans, etc.

Unit 4: Immigration and Migration Unit - 15 Days

- **Standards:**
    - 5.1.9.C: Analyze the principles and ideals that shape United States government: Liberty / Freedom, Democracy, Justice, Equality.
    - 5.2.9.B: Analyze strategies used to resolve conflicts in society and government.
    - 5.2.9.D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
    - 5.3.9.B: Analyze the roles of local, state, and national governments in policy-making.
    - 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
    - 5.3.9.H: Evaluate the importance of freedom of the press and the political influence of mass media.
    - 6.1.9-12.D: Analyze how choices made by individuals, firms, or government officials are constrained by available resources.
    - 6.1.9-12.E: Evaluate the allocation of resources used to produce goods and services.
    - 6.1.9-12.G: Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.
    - 7.1.9.A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
    - 7.1.9.B: Explain and locate regions and their shared connections as defined by physical and human features.
    - 7.3.9.A: Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.
    - 8.1.9.A. Compare patterns of continuity and change over time, applying context of events.
    - 8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
    - 8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
    - 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
    - 8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
    - 8.3.9.C.: Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.
    - 8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.

- CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives: Students will be able to …

- Students will Categorize the varying factors influencing immigrants to migrate to the United States. (DOK 2)
- Connect the movement of immigrants to the earlier unit on Westward Expansion and explain how opportunities create movement of peoples. (DOK 4)
- Identify groups of immigrants such as Old European, New European, Asian, and Latin American immigrants. (DOK 1)
- Describe characteristics of each of those groups, as well as many of their experiences once in America. (DOK 1)
- Compare and contrast the experiences of different groups of immigrants. (DOK 2)
- Students will Research and identify different government actions concerning immigration and complete a chart summarizing their findings. (DOK 3)
- Demonstrate knowledge of various laws (such as the Chinese Exclusion Act) that prohibited or limited certain groups of immigrants from coming to the United States and their short term and long-term consequences. (DOK 2)
- Analyze the role of nativists in the treatment socially and politically of immigrants. (DOK 4)
- In groups, prepare a presentation on an immigrant group that demonstrates factors leading to immigration, living and working experiences, specific examples of treatment by the government and citizens, along with prominent individuals and their contributions to American culture. (DOK 3)
- Students will Examine current immigration issues and assess varying positions. (DOK 3)
- Investigate what it may have been like to be an immigrant. (DOK 3)
- Cite evidence to show that the United States was or was not a welcoming place for immigrants since the late nineteenth century. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Brainstorm Activity - Identify modern immigration and migration issues and events.
- Students will be assigned a modern immigration/migration issue or event and complete a thorough identification to share with the class and add to class designed modern immigration and migration collage or timeline.

Immigration

- Review designated textbook sections and online resources chronicling immigration in the 19th and 20th century and complete corresponding outline.
- Review the designated textbook section and define key terms of the unit.
- Lecture/notes/textbook outline about immigration at the turn of the twentieth century.
- Students will analyze two different viewpoints on immigration by first annotating and discussing Emma Lazarus's "The New Colossus," and then by annotating and discussing Thomas Bailey Aldrich's "Unguarded Gates."
- In a class discussion, students will provide push and pull factors to explain why people immigrated to the United States throughout history.
- Class activity focused on primary sources from immigrants to the United States in the late nineteenth and early twentieth centuries.
    - Various sources can be found at the following link from the Library of Congress.
- Ask students to put themselves into the shoes of an immigrant. This could be through a discussion, an activity (like imagining what to pack in a single suitcase if moving from your home country forever), or any other way the teacher sees fit.
- Review designated textbook section and online resources, and create a graphic organizer Lecture/notes/textbook outline on characteristics of the two waves of immigrants that came to the United States in the 19th century.
- Review the online resource, Interactive Tour of Ellis Island, and chart significant steps in the experience of immigrants upon arrival at the turn of the 20th century. http://teacher.scholastic.com/activities/immigration/tour/index.htm
- Ellis Island interactive webquest.
- Construct a chart on federal legislation and court decisions dealing with immigration.
- As a group, create and present a visual display that discusses a particular immigrant group that include push/pull factors, living and working experiences, examples of treatment from the government and citizens, and prominent individuals and their contributions to American culture past and present.
- Utilize sources to read and summarize current immigrant issues, analyze and assess varying positions in a writing assignment.

Migration

- In a class discussion, students will provide push and pull factors to explain why Americans have migrated to different regions of the United States throughout history.
- Students will use textbook resources and identify Lecture/notes/textbook outline on specific migrant groups in the 20th and 21st centuries and the push/pull factors associated with each group's movement. (Examples: Native Americans, African-American Great Migration, Dust Bowl, Suburbs, Sun Belt)
- Optional Lesson: Students will examine the Teach Rock lesson - The Blues and the Great Migration - reviewing a variety of sources and analyzing song lyrics to develop an

understanding of the experiences of African-Americans participating in the Great Migration of the early 20th century.
- Optional Lesson: Students will examine the Teach Rock lesson - The Dust Bowl Featuring the Songs of Woody Guthrie - reviewing a variety of sources and analyzing song lyrics to develop an understanding of the experiences of those affected by the Dust Bowl.
- Optional Lesson: Students will listen to, and analyze selected Bruce Springsteen and Billy Joel songs/lyrics to examine the Rust Belt to Sun Belt migration of the late 20th century.
- Students will construct a visual summary (map) of American migration history.
- Optional Lesson: Students will create a podcast, scrapbook, or other project about immigration or migration. This could be focused on historical events or modern day issues. This project is especially meaningful if students in the class are or personally know immigrants.

Assessments:

- **Diagnostic:**
  - Pretest the student's knowledge of immigration and migration history.
  - Class discussion on immigration and migration prior to having students chart or identify for a grade.
  - Graphic organizers, brainstorming, class discussion, teacher-designed worksheets and review assignments.

- **Formative:**
  - Graphic organizers – Old vs. New immigrants, legislation and Supreme Court decisions on immigration, unit terms and identifications, textbook guided reading assignments, various video excerpts and review questions.
  - Read selected primary and secondary sources and answer questions; charts; class discussions; teacher observations and questioning techniques; teacher checks on progress; group activities, individual assignments

- **Summative:**
  - Immigration and Migration Test (80 points)
  - Group Project and Presentation - The Immigrant Experience
  - Individual Project

- **Correctives:**
  - For students struggling with immigration or migration, offer extra practice.
  - Have personal discussions with students about immigration or migration if they are struggling to comprehend in a group class setting.
  - Offer extra graphic organizers and charts for those struggling with key concepts.

- **Extensions:**
  - Students can conduct an interview with an immigrant about their personal experiences moving to the United States.

- Students can research a specific sub-culture in the United States and create a project about an aspect of their culture, such as food, music, religion, etc.

Unit 5: Life in the Industrial Age, Gilded Age and Progressives Unit - 15 Days

- **Standards:**
    - 5.1.9.A: Apply examples of the rule of law as related to individual rights and the common good.
    - 5.1.9.B: Analyze the major arguments advanced for different systems of government.
    - 5.1.9.C: Analyze the principles and ideals that shape United States government: Liberty / Freedom, Democracy, Justice, Equality.
    - 5.2.9.B: Analyze strategies used to resolve conflicts in society and government.
    - 5.2.9.C: Examine political leadership and public service in a republican form of government.
    - 5.2.9.D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
    - 5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.
    - 5.3.9.B: Analyze the roles of local, state, and national governments in policy-making.
    - 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
    - 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
    - 5.3.9.E: Compare and contrast the different election processes for local, state, and national offices.
    - 5.3.9.G: Analyze the influence of interest groups in the political process.
    - 5.3.9.H: Evaluate the importance of freedom of the press and the political influence of mass media.
    - 6.1.9-12.A: Evaluate the strengths and weaknesses of traditional, command, and market economies.
    - 6.1.9-12.C: Analyze actions taken as a result of scarcity in decision-making.
    - 6.1.9-12.D: Analyze how choices made by individuals, firms, or government officials are constrained by available resources.
    - 6.1.9-12.E: Evaluate the allocation of resources used to produce goods and services.
    - 6.1.9-12.G: Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.
    - 6.1.9-12.I: Analyze the relationship between specialization and the standard of living.
    - 6.1.9-12.J: Analyze the relationships between trade, competition, and productivity.
    - 6.1.9-12.K: Evaluate how a country might benefit by lowering or removing trade barriers.
    - 6.1.9-12.L: Analyze how consumers and producers participate in the global production and consumption of goods or services.

- 6.1.9-12.M: Explain that individuals and nations have a comparative advantage in the production of goods or services if they can produce a product at a lower opportunity cost than other individuals or nations.
- 6.2.9-12.A: Analyze the circular flow of products, resources, and money in a mixed economy.
- 6.2.9-12.C: Evaluate the economic roles of governments in promoting free markets (e.g., price controls, antitrust actions).
- 6.2.9-12.F: Analyze the factors influencing wages, including demand for goods and services produced, productivity of labor, labor unions, and education and skills.
- 6.2.9-12.H: Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.
- 6.2.9-12.J: Evaluate the impact of entrepreneurs on the economy.
- 6.3.9-12.A: Evaluate the relationship between economic growth and changes in macroeconomic indicators such as the Consumer Price Index (CPI), gross domestic product (GDP), and unemployment rate.
- 6.3.9-12.B: Compare current and historical examples of expansion, recession, and depression.
- 6.3.9-12.F: Analyze the social, political, and economic consequences of changes in tax policy.
- 6.3.9-12.G: Evaluate the economic roles of governments in a globalized economy (e.g., trade policy, income inequality, distribution of wealth).
- 6.4.9-12.F: Evaluate the role of nongovernmental economic institutions (e.g., labor unions, nonprofits, financial markets).
- 7.1.9.B: Explain and locate regions and their shared connections as defined by physical and human features.
- 7.2.9.A: Explain the physical characteristics of places and regions, including spatial patterns of Earth's physical systems.
- 7.3.9.A: Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.
- 7.4.9.A: Compare and contrast the effect of the physical systems on people across regions of the United States.
- 7.4.9.B: Compare and contrast the effect of people on the physical region across regions of the United States.
- 8.1.9.A. Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
- 8.2.9.A: Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
- 8.2.9.B: Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.

- 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.9.C.: Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.
- 8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.
- CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives: Students will be able to …

- Students will Differentiate the ideas of capitalism, socialism, and communism. (DOK 3)
- Assess how the economic systems are similar and different and what a government might look like in a society that utilizes each of the systems. (DOK 3)
- Identify the characteristics of the American Industrial Revolution. (DOK 1)
- Students will Investigate important inventions and innovations and their impact on society during the time- period. (DOK 3)
- Students will be able to Assess the achievements of influential people and the roles they played in the era. (DOK 3)
- Students will Apprise the new business organizations that predominate the period and assess their significance in creating a new age of capitalism. (DOK 3)
- Connect the concepts of a capitalist economy with the success (for industrialists) of the Industrial Revolution. (DOK 4)
- Compare and contrast the experiences of industrialists with industrial workers and their experiences during the Industrial Revolution. (DOK 3)
- Students will Examine the corruption in politics and business during the Industrial Age (DOK 2)
- Students will Prove the efforts of the federal government to control big business are met with mixed results in the time- period. (DOK 4)
- Analyze the effectiveness of state and federal laws in regulating big business during the Industrial Age. (DOK 4)

- Students will Compare and contrast the philosophies and tactics of labor unions that developed in the time period. (DOK 3)
- Assess the impact of unions for both employers and employees. (DOK 3)
- Students will Recognize the changing role of the federal government in the economy during the Industrial Age. (DOK 1)
- Relate modern problems to those of the Gilded and Progressive Ages. (DOK 2)
- Explain muckraking journalism of the Progressive era. (DOK 1)
- Investigate the problems of the Gilded Age. (DOK 3)
- Cite evidence to show the effectiveness of a Reformer. (DOK 3)
- Students will cite evidence of the economic boom and cultural transformation of the 1920's. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

- Brainstorm Activity - Identify modern economic issues and events.
- Students will be assigned a modern economic figure, issue, or event and complete a thorough identification to share with the class and add to class designed modern American economy collage or timeline.
- Students will review designated textbook sections and define key terms of the unit.
- In class discussions define terms, identify characteristics of, and distinguish differences between the economic philosophies of capitalism, socialism, and communism.
- Read assigned biographies and view selected segments from the History Channel series, The Men Who Built America, and create a chart identifying the industrialists of the time period and provide characteristics of robber barons and pioneers of industry.
- Optional Lesson: Show students an episode or two from the Men Who Built America series.
- Write a persuasive essay depicting a selected industrialist as a robber baron or captain of industry.
- Read assigned textbook selections on the effects of industrialization on the working class and the rise of labor union movement.
- Review designated textbook sections and online resources and create a graphic organizer on labor unions that identify the leaders, members, platforms and issues, and success and failure.
- Explore PA History - The Great Railroad Strike (1877)
- Explore PA History - The Anthracite Coal Strike (1902)
- Lecture/notes/textbook outline about the Gilded Age, corruption, and its connection to the Industrial Era.
- Primary source activity about the Gilded Age; students can investigate political cartoons about Boss Tweed or a political machine.
- Primary source activity about the Progressive Era.
- Read excerpts from *The Jungle* by Upton Sinclair and explore the industrial working conditions in the late 19th and early 20th century.
- Optional Lesson: Writing assignment or activity about a reformer and/or muckraking (could be a small project, create an Instagram for them, etc.).
- Students will review designated textbook sections and identify Progressive leaders and reforms designed to regulate big business, protect the workers, consumers, urban areas, and the environment.

- In a graphic organizer, students will demonstrate, with examples, the changing role of the federal government in the economy during the industrial Age.
- Implement the Stock Market simulation activity to become familiar with the economic boom and subsequent crash of the 1920s economy.
- Read assigned textbook selections and discuss the economic and cultural characteristics of the decade and the contributing causes of the stock market crash of 1929.

Assessments:

- **Diagnostic:**
  - Pretest the student's knowledge of economic systems, the Industrial Age, the Gilded Age, and the Progressive Movement.
  - Class discussion on economic systems, the Industrial Age, the Gilded Age, and the Progressive Movement prior to having students chart or identify for a grade.
  - Graphic organizers, brainstorming, class discussion, teacher-designed worksheets and review assignments.

- **Formative:**
  - Read selected primary and secondary sources and answer questions; charts; graphic organizers; class discussions; teacher observations and questioning techniques; teacher checks on progress; group activities, individual assignments.
  - Essay for Unit 5.

- **Summative:**
  - Life in the Industrial Age, Gilded Age and Progressive Era Unit Test

- **Correctives:**
  - For students struggling with the Industrial Age, Gilded Age and Progressive Era, offer extra practice.
  - Have personal discussions with students about the Industrial Age, Gilded Age and Progressive Era if they are struggling to comprehend in a group class setting.
  - Offer extra graphic organizers and charts for those struggling with key concepts.

- **Extensions:**
  - Students can research a specific Progressive reformer and create a biographical project - in whatever format the teacher deems fit - about that reformer.
  - Students can create a front page of a newspaper - as though using the style of Yellow Journalism and muckraking - to expose corruption in a research project. This can be historic in nature or focused on a more modern issue.

Unit 6: The Evolution of the Modern American Economy Unit - 20 Days

- **Standards:**
    - 5.1.9.C: Analyze the principles and ideals that shape United States government: Liberty / Freedom, Democracy, Justice, Equality.
    - 5.2.9.B: Analyze strategies used to resolve conflicts in society and government.
    - 5.2.9.C: Examine political leadership and public service in a republican form of government.
    - 5.2.9.D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
    - 5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.
    - 5.3.9.B: Analyze the roles of local, state, and national governments in policy-making.
    - 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
    - 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
    - 5.3.9.F: Explain the Supreme Court's role in interpreting the U.S. Constitution: Individual rights, States' rights, Civil rights.
    - 5.3.9.H: Evaluate the importance of freedom of the press and the political influence of mass media.
    - 5.3.9.I: Explain various types of taxes and their purposes.
    - 6.1.9-12.A: Evaluate the strengths and weaknesses of traditional, command, and market economies.
    - 6.1.9-12.C: Analyze actions taken as a result of scarcity in decision-making.
    - 6.1.9-12.D: Analyze how choices made by individuals, firms, or government officials are constrained by available resources.
    - 6.1.9-12.E: Evaluate the allocation of resources used to produce goods and services.
    - 6.1.9-12.G: Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.
    - 6.1.9-12.I: Analyze the relationship between specialization and the standard of living.
    - 6.1.9-12.J: Analyze the relationships between trade, competition, and productivity.
    - 6.1.9-12.K: Evaluate how a country might benefit by lowering or removing trade barriers.
    - 6.1.9-12.L: Analyze how consumers and producers participate in the global production and consumption of goods or services.
    - 6.1.9-12.M: Explain that individuals and nations have a comparative advantage in the production of goods or services if they can produce a product at a lower opportunity cost than other individuals or nations.
    - 6.2.9-12.A: Analyze the circular flow of products, resources, and money in a mixed economy.

- 6.2.9-12.C: Evaluate the economic roles of governments in promoting free markets (e.g., price controls, antitrust actions).
- 6.2.9-12.F: Analyze the factors influencing wages, including demand for goods and services produced, productivity of labor, labor unions, and education and skills.
- 6.2.9-12.H: Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.
- 6.2.9-12.J: Evaluate the impact of entrepreneurs on the economy.
- 6.3.9-12.A: Evaluate the relationship between economic growth and changes in macroeconomic indicators such as the Consumer Price Index (CPI), gross domestic product (GDP), and unemployment rate.
- 6.3.9-12.B: Compare current and historical examples of expansion, recession, and depression.
- 6.3.9-12.C: Identify fiscal and monetary policies that address inflation, unemployment, or economic growth.
- 6.3.9-12.D: Explain how deficit spending by the federal government increases the national debt and the impact it has on the economy.
- 6.3.9-12.F: Analyze the social, political, and economic consequences of changes in tax policy.
- 6.3.9-12.G: Evaluate the economic roles of governments in a globalized economy (e.g., trade policy, income inequality, distribution of wealth).
- 6.3.9-12.H: Evaluate policies governments can use to address unintended consequences (i.e., externalities) of market activities.
- 6.3.9-12.I: Evaluate government decisions in prioritizing public goods and services.
- 6.4.9-12.D: Evaluate the role of banks in promoting economic growth in the economy.
- 6.4.9-12.F: Evaluate the role of nongovernmental economic institutions (e.g., labor unions, nonprofits, financial markets).
- 7.4.9.A: Compare and contrast the effect of the physical systems on people across regions of the United States.
- 8.1.9.A. Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
- 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C.: Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.

- 8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.
- CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives:

- Cite evidence of the economic boom and cultural transformation of the 1920's. (DOK 3)
- Make observations about American culture during the 1920s. (DOK 2)
- Recall the Presidents of the 1920s and 1930s. (DOK 1)
- Recognize the cause-and-effect relationship between stock market speculation and the stock market crash. (DOK 2)
- Students will Investigate the causes of the stock market crash and the subsequent Great Depression. (DOK 3)
- Describe how the Great Depression impacted life in the 1930's. (DOK 2)
- Draw conclusions about the human aspect of the Great Depression, noting how regular people experienced it. (DOK 3)
- Identify federal efforts to contend with the Great Depression under Hoover's administration. (DOK 1)
- Identify federal efforts to contend with the Great Depression under Roosevelt's administration. (DOK 1)
- Provide contrasting arguments on the effectiveness of the federal government in alleviating the effects of the Great Depression. (DOK 3)
- Cite evidence to explain the impact of the New Deal and the outreach of its programs. (DOK 3)
- Recognize the changing role of the federal government in the economy during the Great Depression. (DOK 1)
- Critique the New Deal. (DOK 3)
- Develop a logical argument to explain the effectiveness of the New Deal. (DOK 3)
- Describe the impact of World War II on the American economy. (DOK 2)
- Analyze the economic developments in the post-war era. (DOK 4)
- Examine the expansion of Presidential powers in the American economy after the New Deal. (DOK 1)

- Evaluate the effectiveness of presidential economic programs in the post-World War II era. (DOK 4)
- Identify the expansion of the New Deal in LBJ's Great Society. (DOK 1)
- Students will identify efforts of individuals and organizations that called for an increase in government regulation of business and industry in the post-World War II era. (DOK 1)
- Make observations about the Conservative Revolution of the 1980s. (DOK 2)
- Compare and contrast the Great Society and Reaganomics. (DOK 2)
- Students will investigate continuing challenges facing the American economy. (DOK 3)
- Discuss the economic implications of the economic policies of the 21st century. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Brainstorm Activity - The modern role of government in the economy debate. Students will brainstorm names, topics, and events involved with the issue.
- Students will be assigned a modern economic figure, issue, or event and complete a thorough identification to share with the class and add to a class designed role of government in economic life collage.
- Students will review designated textbook sections and define key terms of the unit.
- Classroom activity on culture in the 1920s. For example, showing the Charleston, listening to a radio show, watching a silent film, etc.
- Implement the Stock Market simulation activity to become familiar with the economic boom and subsequent crash of the 1920s economy.
- Read assigned textbook selections and discuss the economic and cultural characteristics of the decade and the contributing causes of the stock market crash of 1929.
- Read textbook selections and construct a graphic organizer outlining the causes of the Great Depression.
- Complete guided reading assignment on the social aspects of the Great Depression.
- Optional lesson: View excerpts from the film, Cinderella Man, and complete informative essay on how the film is representative of the experiences of the "common man" during the Great Depression.
- Optional lesson: As a group project, create a magazine spread that details political, economic, and cultural life during the Great Depression.
- Optional lesson: Great Depression project or writing assignment (Examples: Creative writing assignment where students take on the role of a person living through the Great Depression and write a letter, a journal, or a piece about their experiences; persuasive piece on the evaluation of the New Deal; etc.)
- Complete two column chart comparing and contrasting differing opinions of Hoover and FDR on the role of the federal government in addressing the Great Depression.
- In a series of class discussions identify specific New Deal programs.
- Complete a two-column chart that analyzes the support for and opposition to the New Deal.
- Evaluate primary sources from the Great Depression, especially photographs.
- Review designated textbook sections, online resources, and view selected video clips from PBS Series, *The Roosevelts: An Intimate History* - Episodes 4 and 5, that examine the election of 1932 and the New Deal and complete guided reading outline.
- Discuss the legacy of the New Deal and complete a visual and written summary of various New Deal era programs and initiatives.

- In a graphic organizer, students will demonstrate the changing role of the federal government in the economy during World War II and cite evidence to show the impact of the war on economic recovery.
- Read and analyze President Eisenhower's quote on the legacy and popularity of New Deal programs to introduce an assignment on the influence and impact of FDR on presidential economic agendas after the New Deal.
- Create a chart noting changes and continuities in economic policies under each President from Truman through the current President (at the time writing, it was President Trump in his second term).
- Review designated textbook sections and online resources, and complete guided reading assignments examining presidential economic agendas after the New Deal and examples of New Deal influence in the different programs.
- University of Virginia - Miller Center American President Online Presidential Resource: https://millercenter.org/president - Truman, Eisenhower, Kennedy, Johnson
- Listen to, and read a transcript of LBJ's Great Society speech from the University of Michigan, and complete a guided reading assignment to introduce the Great Society initiative.
- Review designated textbook sections and identify and analyze the significance of key Great Society legislation.
- In class discussions, probe the economic troubles of the 1970s—including the energy crisis, inflation, the decline of American industrial dominance, stagflation, etc…
- Review designated textbook sections, online resources, and view selected segments from the PBS series, *The Presidents - Reagan*, and complete guided reading assignment and detailing the Reagan Revolution and "Reaganomics" analyzing conservative economic philosophy, and comparing and contrasting Keynesian economic theory and supply-side economic theory.
- Complete a two column chart that depicts the success and failure of "Reaganomics".
- Construct an essay comparing and contrasting the economic strategies of FDR and Ronald Reagan.
- Read and examine the 2009 American Recovery and Reinvestment Act—including goals of the Act and the influence of FDR and the New Deal.
- In a writing assignment, evaluate either one specific Presidential economic policy or compare multiple Presidential policies.
- Evaluate primary sources focused on various economic policies and agendas, such as Presidential speeches, campaigns, or propaganda.
- Return to brainstorm activity at the start of the unit and identify modern economic issues and challenges. Analyzing selected online resources, examine modern economic issues and the debate over the role of the government in solving modern economic challenges.
- Complete a class designed Modern Role of Government in Economic Life Collage.

Assessments:

- **Diagnostic:**
    - Pretest the student's knowledge of the Roaring Twenties, Great Depression, New Deal, Great Society, and Reaganomics.

    - Class discussion on economic systems, the Roaring Twenties, Great Depression, New Deal, Great Society, and Reaganomics prior to having students chart or identify for a grade.
    - Graphic organizers, brainstorming, class discussion, teacher-designed worksheets and review assignments.

- **Formative:**
    - Read selected primary and secondary sources and answer questions; charts; graphic organizers; class discussions; teacher observations and questioning techniques; teacher checks on progress; group activities, individual assignments.

- **Summative:**
    - Multiple Choice and SAQ Unit Test - Great Depression and the New Deal
    - Multiple Choice and SAQ Unit Test - Economic Agendas after the New Deal (1945-Present)
    - Compare and Contrast Essay - FDR and Ronald Reagan
    - Individual Project - Modern American Economy Issues Collage

- **Correctives:**
    - For students struggling with the Roaring Twenties, Great Depression, or Twentieth Century Economic Policies, offer extra practice on paper or online.
    - Have personal discussions with students about the Roaring Twenties, Great Depression, or Twentieth Century Economic Policies, as well as specific policies if they are struggling to comprehend in a group class setting.
    - Offer extra graphic organizers and charts for those struggling with key concepts.

- **Extensions:**
    - Students can research a specific President and their economic policy and create a project - in whatever format the teacher deems fit.
    - Students can create a project about a specific economic system - capitalism, socialism, communism - or about a specific economic theory - such as Keynesian, Classical, Monetarism, or Supply-Side Economics .
    - Students can create a project about how various groups of Americans (i.e. women, urbanites, minorities, farmers, etc.) were affected by specific economic cycles or situations.

Unit 7: Origins of American Foreign Policy - 10 days

- **Standards:**
    - 5.1.9.A: Apply examples of the rule of law as related to individual rights and the common good.
    - 5.1.9.B: Analyze the major arguments advanced for different systems of government.
    - 5.1.9.C: Analyze the principles and ideals that shape United States government: Liberty / Freedom, Democracy, Justice, Equality.
    - 5.1.9.D: Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.
    - 5.2.9.B: Analyze strategies used to resolve conflicts in society and government.
    - 5.2.9.C: Examine political leadership and public service in a republican form of government.
    - 5.2.9.D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
    - 5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.
    - 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
    - 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
    - 5.3.9.F: Explain the Supreme Court’s role in interpreting the U.S. Constitution: Individual rights, States’ rights, Civil rights.
    - 5.3.9.G: Analyze the influence of interest groups in the political process.
    - 5.3.9.H: Evaluate the importance of freedom of the press and the political influence of mass media.
    - 5.3.9.I: Explain various types of taxes and their purposes.
    - 5.3.9.J: Compare and contrast various systems of government.
    - 5.4.9.A: Explain how United States foreign policy is developed.
    - 5.4.9.B: Explain why and how different foreign policy tools are used to advance a nation’s self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
    - 5.4.9.C: Identify the role of international organizations.
    - 5.4.9.D: Analyze the various mass media outlets and their influence on global issues.
    - 5.4.9.E: Identify the politics of interest groups (e.g. business and labor organizations, ethnic and religious organizations) on foreign policy.
    - 7.1.9.A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
    - 7.1.9.B: Explain and locate regions and their shared connections as defined by physical and human features.
    - 7.2.9.A: Explain the physical characteristics of places and regions, including spatial patterns of Earth’s physical systems.

- 7.2.9.B: Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.
- 7.3.9.A: Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.
- 8.1.9.A. Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
- 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C.: Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.
- 8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.
- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C: Analyze how continuity and change have impacted world history: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organization.
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives: Students will be able to …

- Define foreign policy and its goals. (DOK 1)
- Students will Trace the development of American foreign policy from isolationism to expansionism, to imperialism in the late 19th and early 20th centuries. (DOK 2)
- Students will Distinguish the reasons for expansion and territorial acquisitions in the late 19th century. (DOK 2)
- Make observations on why the United States would be interested in Hawaii. (DOK 2)
- See the cause-and-effect relationship between U.S. economic policies and both the Hawaiian and Cuban political policies. (DOK 2)
- Identify the features of the Spanish American War. (DOK 1)
- Connect America's historical fight for independence, the muckraking journalism style, and Cuban feelings towards Spain to see our interest in helping Cuba. (DOK 4)
- Analyze primary sources from the Spanish American War. (DOK 4)
- Students will Critique the shifts to Imperialism by the United States and assess arguments for and against this occurrence. (DOK 3)
- Students will Identify the new possessions of the United States at the start of the 20th century. (DOK 1)
- Categorize areas on the world map that were affected by our foreign policies of the nineteenth and early twentieth centuries. (DOK 2)
- Students will Compare and contrast Presidential foreign policies from the early 1900s. (DOK 2)
- Differentiate between the foreign policies of the three Progressive Presidents. (DOK 3)
- Connect U.S. foreign policy of the time period to modern foreign policy issues in the news or in recent years. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Brainstorm Activity - Identify significant modern foreign policy issues and events.
- Students will be assigned a modern foreign policy issue or event and complete a thorough identification to share with the class and add to a class designed American Foreign Policy collage or timeline.
- Review designated textbook sections and define important terms of the unit.
- Read excerpts from George Washington's farewell address and discuss his advice to the nation regarding foreign affairs.
- Discuss Manifest Destiny and locate territories acquired by the United States under this belief.
- Construct a graphic organizer and map activity that demonstrates the shift from isolation to expansion to imperialism over the course of the 19th century.
- Read assigned textbook section and examine the factors that influenced support for or opposition to expansionism and later imperialism.
- Read assigned textbook section and describe American economic, social, and political interests in Hawaii, the Far East, and Cuba in the late 19th century.
- Lecture/notes/textbook outline about the concept of foreign policy and the three major phases of American foreign policy.
- Lecture/notes/textbook outline about the United States' interest in Hawaii and how it was eventually obtained.

- Lecture/notes/textbook outline about America's interest in Cuba and the eventual Spanish-American War.
- View video and PBS website - *Crucible of Empire* and examine the factors that led to the Spanish-American War including – Spanish misrule, yellow journalism, and international incidents.
- PBS film and corresponding website, *Crucible of War: The Spanish-American War* http://www.pbs.org/crucible/
- Primary Source Activity - Analyze newspaper headlines and other primary sources from the era of the Spanish-American War and analyze the role of the media in the US decision to go to war in 1898. Some sources can be located on the PBS Crucible of War site.
- Spanish-American War Yellow Journalism Headline Gallery: http://www.pbs.org/crucible/frames/_journalism.html
- View selected video clips to recognize the important key military and political figures, battles, and outcomes of the Spanish-American War.
- Construct an essay analyzing America's new role as an imperialist nation.
- Optional Lesson: View selected clips from the PBS series, *The Roosevelts: An Intimate History Episode 3*, that detail Theodore Roosevelt and American Imperialism in the early 20th century.
- Using various textbook and online sources create a graphic organizer that compares the foreign policies of the early 20th century presidents and include examples of the policies being implemented.
- University of Virginia - Miller Center American President Online Presidential Resource: https://millercenter.org/president/roosevelt https://millercenter.org/president/taft https://millercenter.org/president/wilson
- Interactive map activity showing the places the United States obtained in the late nineteenth and early twentieth centuries.
- Evaluate primary and secondary sources about American foreign policy in late nineteenth and early twentieth centuries.
- Lecture/notes/textbook outline about presidential foreign policies (specifically focusing on Theodore Roosevelt, William Taft, and Woodrow Wilson).
- Students should fill in or create a timeline of events relating to American foreign policy.

Assessments:

- **Diagnostic:**
  - Pretest the student's knowledge of foreign policy, as well as our acquisition of Alaska, Hawaii, and overseas territories.
  - Class discussion on foreign policy prior to having students chart or identify for a grade.
  - Graphic organizers, brainstorming, class discussion, teacher-designed worksheets and review assignments.

- **Formative:**

    - Read selected primary and secondary sources and answer questions; charts; graphic organizers; class discussions; teacher observations and questioning techniques; teacher checks on progress; group activities, individual assignments.
    - American Imperialism Essay

- **Summative:**
    - Quiz on Foreign Policy

- **Correctives:**
    - Have personal discussions with students about American foreign policy as well as specific policies/viewpoints if they are struggling to comprehend in a group class setting.
    - Offer extra graphic organizers and charts for those struggling with key concepts.

- **Extensions:**
    - Students can research a specific President and create a project about that administration's foreign policy - in whatever format the teacher deems fit.
    - Students can create a brochure or a diorama about a specific administration's foreign policy OR about a specific type of foreign policy (isolationism, expansionism, or imperialism) and how the U.S. has acted on the international stage while engaging in that policy overall.
    - Students can create a "roadtrip through non-continental America" for which they research various places that are a part of the U.S. but are not one of the lower 48 states (Hawaii, Alaska, American Samoa, Guam, Puerto Rico, the U.S. Virgin Islands, or the Northern Mariana Islands).

Unit 8: America in the World Wars - 35 days

- **Standards:**
    - 5.1.9.A: Apply examples of the rule of law as related to individual rights and the common good.
    - 5.1.9.B: Analyze the major arguments advanced for different systems of government.
    - 5.1.9.C: Analyze the principles and ideals that shape United States government: Liberty / Freedom, Democracy, Justice, Equality.
    - 5.1.9.D: Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.
    - 5.1.9.F: Analyze the role political symbols play in civil disobedience and patriotic activities.
    - 5.2.9.A: Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.
    - 5.2.9.B: Analyze strategies used to resolve conflicts in society and government.
    - 5.2.9.C: Examine political leadership and public service in a republican form of government.
    - 5.2.9.D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
    - 5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.
    - 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
    - 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
    - 5.3.9.F: Explain the Supreme Court’s role in interpreting the U.S. Constitution: Individual rights, States’ rights, Civil rights.
    - 5.3.9.G: Analyze the influence of interest groups in the political process.
    - 5.3.9.H: Evaluate the importance of freedom of the press and the political influence of mass media.
    - 5.3.9.I: Explain various types of taxes and their purposes.
    - 5.3.9.J: Compare and contrast various systems of government.
    - 5.4.9.A: Explain how United States foreign policy is developed.
    - 5.4.9.B: Explain why and how different foreign policy tools are used to advance a nation’s self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
    - 5.4.9.C: Identify the role of international organizations.
    - 5.4.9.D: Analyze the various mass media outlets and their influence on global issues.
    - 5.4.9.E: Identify the politics of interest groups (e.g. business and labor organizations, ethnic and religious organizations) on foreign policy.
    - 7.1.9.A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

- 7.1.9.B: Explain and locate regions and their shared connections as defined by physical and human features.
- 7.2.9.A: Explain the physical characteristics of places and regions, including spatial patterns of Earth's physical systems.
- 7.2.9.B: Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.
- 7.3.9.A: Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.
- 8.1.9.A. Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
- 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C.: Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.
- 8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.
- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C: Analyze how continuity and change have impacted world history: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organization.
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives: Students will be able to …

World War I

- Students will Classify factors that led to the outbreak of WWI in Europe in 1914 - including nationalism, militarism, imperialism, and the alliance system. (DOK 2)
- Identify the spark that ignited WWI in Europe- the assassination of Archduke Ferdinand in 1914 (DOK 1)
- Classify the factors that helped shape America's neutrality at the outbreak of WWI. (DOK 2)
- Describe the attitudes of Americans as Europe engaged in war. (DOK 2)
- Apprise and defend the background factors that shifted America's policy from neutrality to involvement in WWI, including Germany's naval policy, Allied propaganda, economic ties to the Allies, and Wilson's idealism. (DOK 3)
- Identify the two immediate causes that led the United States into WWI - Germany's resumption of submarine warfare in February of 1917 and the interception of the Zimmerman Note. (DOK 2)
- Identify and explain the significance of key figures, battles, and technological advances and assess their impact on WWI. (DOK 1,2,3)
- Identify the mobilization of American military forces and recall the transformation of the economy in preparing the home front for war. (DOK 1)
- Analyze the impact of the United States on the outcome of WWI. (DOK 4)
- Observe primary sources about the new technologies, weapons, and combat methods and discuss the toll they might take on the nations and individuals who fought in the war. (DOK 2)
- Examine President Wilson's Fourteen Points and his impact on the creation of the League of Nations. (DOK 2)
- Analyze and evaluate the debate at the Paris Peace Conference and the resulting Treaty of Versailles which formally ended the war. (DOK 4)
- Critique the United States decision to not sign the Versailles Treaty and remain out of the League of Nations. (DOK 4)

Between the Wars

- Define the Treaty of Versailles and its impact on Germany and the other Central Powers. (DOK 1)
- Illustrate the impact of the Treaty of Versailles on the new map of Europe after World War I. (DOK 1)
- Classify the factors that shaped America's foreign policy of relative isolationism between WWI and WWII. (DOK 2)
- Examine the rise of totalitarian governments in Europe in the period between WWI and WWII - including Stalin, Mussolini, and Hitler. (DOK 2)
- Note the cause-and-effect relationship between the Versailles Treaty and the rise of dictators around the world, leading to World War II itself. (DOK 2)

- Analyze the series of events that led to the outbreak of WWII in Asia (1937) and Europe (1939). (DOK 3)

World War II

- Classify the factors that helped shape the United States policy of neutrality at the outbreak of WWII. (DOK 2)
- Apprise and defend the factors that shifted United States policy from neutrality to involvement in WWII. (DOK 3)
- Identify and explain the significance of key figures, battles, and technological advances and assess their impact on WWII. (DOK 1,2,3)
- Organize the alliances on a map of the world during World War II, noting the two theaters of the war and where major battles took place. (DOK 2)
- Compare the terms of neutrality that the United States abided by in the First World War with that of the Second World War. (DOK 3)
- Identify the mobilization of American military forces and recall the transformation of the economy in preparing the home front for war. (DOK 1)
- Analyze the impact of WWII on American society—including changing roles of women, internment of Japanese-Americans, challenges faced by other minorities. (DOK 4)
- Critique the United States' decision to create internment camps for Japanese-Americans during the war. (DOK 3)
- Identify and analyze major battles in the war in both theaters. (DOK 2)
- Analyze the importance of propaganda in both wars. (DOK 4)
- Analyze the impact of the United States on the outcome of WWII. (DOK 4)
- Critique the decisions of the United States on ending WWII. (DOK – Level Three, Four)
- Critique the United States' decision to use atomic bombs to end the war with Japan. (DOK 4)
- Develop an argument to explain one's position on whether or not the bombs should have been used. (DOK 3)
- Synthesize information about the wars to prove understanding of their importance in American and world history. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Brainstorm Activity - The United States and World War - Brainstorm names, and events that correspond with the American experience in WWI and WWII.
- Students will review designated textbook sections and define important terms of the unit.

World War I

- Read assigned textbook section and complete guided reading assignment Lecture/notes/textbook outline on the causes of WWI, the early years of the war in Europe, and American neutrality at the outbreak of the war.
- Read assigned textbook section appraising and defending the factors that shifted America's policy from neutrality to involvement in WWI.
- Incorporate map practice pertaining to the 1914 European map and Europe's alliance systems during World War I.
- Lecture/notes/textbook outline about the United States's entrance into the Great War.
- Activity about the Zimmerman Telegram.
- Primary Source Analysis Assignment—Read and analyze Woodrow Wilson's War Message to Congress on April 2, 1917.

- Read assigned textbook section - American involvement in WWI on the battlefront and the home front and complete guided reading questions.
- View *The Century - America's Time-Shell Shock (WWI)* or selected clips from PBS - *The American Experience - The Great War* and complete assigned questions.
- Lecture/notes/textbook outline on dissension during the war, propaganda, minorities in the war, women during the war, and anti-German sentiments in the U.S.
- Primary Source Analysis Assignment - Read and analyze Woodrow Wilson's *Fourteen Points* and compare Wilson's plan with the provisions agreed upon in the Treaty of Versailles.
- Complete a Short Answer Question (SAQ) response to the prompt - How did Wilson's Fourteen Points reflect his hope for "peace without victory?"
- Complete a Paris Peace Conference simulation and examine the causes of conflict between Woodrow Wilson and the rest of the Big Four over postwar plans.
- Incorporate map practice pertaining to the 1919 European map and which new nations were formed and those that were changed or dismantled.

Between the Wars

- Read assigned textbook section classifying the factors that shaped America's foreign policy between WWI and WWII.
- Complete graphic organizer on the rise of dictators in Europe in the years after WWI examining the rise of Stalin, Mussolini, and Hitler.
- Read assigned textbook section on the beliefs and actions of Imperial Japan in the 1930s.
- Construct a written and visual timeline of events that shifted America's policy from neutrality to involvement in WWII.
- Primary Source Analysis Assignment - Read and analyze selected sources and examine the shift in United States foreign policy between 1937 and 1941. (Quarantine Speech - 1937, "Arsenal of Democracy" - 1940, Four Freedoms - 1941, Atlantic Charter - 1941).
- View selected clips from the PBS series, *The Roosevelts: An Intimate History* - Episodes 5, 6, and 7, and complete assigned questions examining the shift in policy from isolationism and neutrality to involvement in WWII.

World War II

- Primary Source Analysis Assignment - Read and analyze FDR's "A date that will live in infamy" speech.
- Lecture/notes/outline on the two fronts of World War II, including major battles on both fronts and ending with the use of atomic bombs.
- Incorporate map practice by looking at the alliances of nations during the war and where battles took place during both fronts of the war
- View selected clips from *The Century: America's Time - Homefront - (1941-1945)* and complete assigned questions.
- View selected clips from *The Century: America's Time - Civilians at War- (1937-1945)* and complete assigned questions.
- Activity focusing on Japanese internment camps during the war; could use primary sources for this.
- Optional Lesson: Propaganda poster project. Students could either evaluate propaganda posters or create a poster of their own.
- Lecture/notes/outline on the end of the war, including the Potsdam and Yalta Conferences, atomic bombs, and unconditional surrenders.

- Students will construct a "United States and the World Wars Museum Exhibit" providing a thorough written and visual summary of a selected aspect of the America at War experience (Experiences of American soldiers, battlefield events, American political and military leaders, the Homefront, etc.).

Assessments:

- **Diagnostic:**
  - Pretest the student's knowledge of the World Wars.
  - Class discussion on the World Wars prior to having students chart or identify for a grade.
  - Graphic organizers, brainstorming, class discussion, teacher-designed worksheets and review assignments.

- **Formative:**
  - Read selected primary and secondary sources and answer questions; charts; graphic organizers; class discussions; teacher observations and questioning techniques; teacher checks on progress; group activities, individual assignments.
  - World Wars Museum project

- **Summative:**
  - Multiple Choice and SAQ Unit Test - WWI
  - Multiple Choice and SAQ Unit Test - WWII

- **Correctives:**
  - Have personal discussions with students about the World Wars if they are struggling to comprehend in a group class setting.
  - Offer extra graphic organizers and charts for those struggling with key concepts.

- **Extensions:**
  - Students choose a book that has to do with one of the World Wars or the interwar period and read that throughout the unit.
  - Students can create a brochure or diorama about a battle from one of the wars.
  - Students can write a persuasive essay on an unconventional topic, such as: the effects of war on the environment; the unifying aspect of wartime; dissension in the U.S. during the World Wars; segregation in practice in the World Wars; etc.

Unit 9: America as a World Power - 25 days

- **Standards:**
    - 5.1.9.A: Apply examples of the rule of law as related to individual rights and the common good.
    - 5.1.9.B: Analyze the major arguments advanced for different systems of government.
    - 5.1.9.C: Analyze the principles and ideals that shape United States government: Liberty / Freedom, Democracy, Justice, Equality.
    - 5.1.9.D: Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.
    - 5.1.9.F: Analyze the role political symbols play in civil disobedience and patriotic activities.
    - 5.2.9.A: Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.
    - 5.2.9.B: Analyze strategies used to resolve conflicts in society and government.
    - 5.2.9.C: Examine political leadership and public service in a republican form of government.
    - 5.2.9.D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
    - 5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.
    - 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
    - 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
    - 5.3.9.F: Explain the Supreme Court’s role in interpreting the U.S. Constitution: Individual rights, States’ rights, Civil rights.
    - 5.3.9.G: Analyze the influence of interest groups in the political process.
    - 5.3.9.H: Evaluate the importance of freedom of the press and the political influence of mass media.
    - 5.3.9.I: Explain various types of taxes and their purposes.
    - 5.3.9.J: Compare and contrast various systems of government.
    - 5.4.9.A: Explain how United States foreign policy is developed.
    - 5.4.9.B: Explain why and how different foreign policy tools are used to advance a nation’s self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
    - 5.4.9.C: Identify the role of international organizations.
    - 5.4.9.D: Analyze the various mass media outlets and their influence on global issues.
    - 5.4.9.E: Identify the politics of interest groups (e.g. business and labor organizations, ethnic and religious organizations) on foreign policy.
    - 7.1.9.A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

- 7.1.9.B: Explain and locate regions and their shared connections as defined by physical and human features.
- 7.2.9.A: Explain the physical characteristics of places and regions, including spatial patterns of Earth's physical systems.
- 7.2.9.B: Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.
- 7.3.9.A: Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.
- 8.1.9.A. Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
- 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C.: Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.
- 8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.
- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C: Analyze how continuity and change have impacted world history: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organization.
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives: Students will be able to…

- Students will trace the development of American foreign policy in the post-World War II era. (DOK 2)
- Distinguish the people and events that established America's role as a world leader. (DOK 2)
- Identify and analyze the principles that influenced American foreign policy. (DOK 3)
- Critique the different presidential foreign policies and assess the effectiveness of the enacted policies. (DOK 3)
- Recall the difference between communism and capitalism. (DOK 1)
- Construct an explanation of the switch from allies to enemies between the United States and the Soviet Union. (DOK 2)
- Organize the series of events which showed the United States and Soviet Union go from allies in World War II to enemies in the Cold War. (DOK 2)
- Assess why the United Nations was more popular and useful than the League of Nations. (DOK 3)
- Hypothesize the importance of the United Nations immediately after World War II, during the entire Cold War, and to the modern day. (DOK 3)
- On a map, identify those countries that were allied with the United States and those that were allied with the Soviet Union, making observations about the geographical locations of each and what that might indicate. (DOK 2)
- Compare NATO and the Warsaw Pact, the countries aligned with each, and the role these two played in the Cold War. (DOK 2)
- Connect NATO and the Warsaw Pact to the modern era and current events if relevant. (DOK 4)
- Identify major ideas from the Korean War. (DOK 1)
- Draw conclusions about what it might be like to live in the United States during the McCarthy era. (DOK 3)
- Predict what might have happened during the Cuban Missile Crisis and how JFK's decisions played a major role in ending it. (DOK 2)
- Identify major ideas from the Vietnam War. (DOK 1)
- Critique both the United States government and the American public's reactions to the conflict in Vietnam. (DOK 3)
- Make observations about anti-war sentiments during the Vietnam War and connect it to previous units' information about other social movements of the 1960s-1970s. (DOK 4)
- Define the arms and space race and explain their importance in the Cold War. (DOK 1)
- List the changes (or evolution of) to American foreign policy throughout the Cold War. (DOK 1)
- Critique American foreign policy during the Cold War. (DOK 4)
- Analyze the significance of the Cold War for both American and world history. (DOK 4)
- Recall the events of September 11, 2001. (DOK 1)

- Investigate the background reasons for the 9/11 attacks, and cite evidence of former issues that may have led to the attacks. (DOK 3)
- Identify the organizations and individuals responsible for 9/11 and the governments and individuals who responded. (DOK 1)
- Connect the Cold War to the alliances and actions during the Global War on Terror. (DOK 4)
- Investigate current issues relating to American foreign policy. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Brainstorm Activity - identify examples of American leadership on the world stage - identify modern global issues and challenges facing the United States.
- Students will be assigned a modern foreign policy issue or event and complete a thorough summary discussing American leadership on the world stage to be shared with the class and added to a class designed The United States as World Power collage.
- Review designated textbook sections and define important terms of the unit.
- Discuss origins of the Cold War through an analysis of WWII conferences, agreements, and plans for the postwar world.
- As an introduction, brainstorm "hot spots" of the Cold War on a map including: Eastern Europe, Berlin, Korea, Cuba, Vietnam, Latin America, and Afghanistan.
- Primary Source Analysis on Winston Churchill's Iron Curtain Speech.
- Activity or writing assignment on the McCarthy era and the Second Red Scare.
- Review designated textbook sections and online resources and complete a graphic organizer that summarizes presidential Cold War foreign policies.
- University of Virginia- Miller Center American President Online Presidential Resource: https://millercenter.org/president - Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan
- Complete a magnet summary identification assignment of Cold War "hot spots" (Eastern Europe, Berlin, Korea, Cuba, Vietnam, Latin America, and Afghanistan.)
- Read the assigned textbook sections and complete the guided reading assignment that analyzes how the Cold War expanded during the 1950s.
- Jigsaw activity that describes the events of the Kennedy administration that brought the Cold War to an intense level including Bay of Pigs, Berlin Crisis, and Cuban Missile Crisis.
- View excerpts from *Thirteen Days* and examine the foreign policy decision-making process within the Kennedy administration during the Cuban Missile Crisis.
- Develop a timeline that depicts the chronology of United States involvement in Vietnam.
- Read the assigned textbook sections and complete guided reading assignments detailing the experiences and challenges facing America in Vietnam and on the home front.
- Lecture/notes/outline on the anti-war sentiments in the United States.
- Optional lesson to incorporate the music of the 1960s and 1970s to show feelings on the Homefront about war.
- Optional Lesson: show the movie October Sky to show how the space race inspired Americans to be the best in science and technology.
- Generate a timeline that traces the development of détente in the 1970s including the goals and achievements in the Nixon, Ford, and Carter administrations.
- Read the assigned textbook section and discuss the events that led to an end of détente.

- Read the assigned textbook section and complete the guided reading assignment that examines the American and Soviet decisions in ending the Cold War.
- Write a persuasive argument for or against Reagan's Cold War policies.
- Research American and Russian relations in the post-Cold war era and participate in a Socratic seminar sharing their findings.
- Develop a timeline that depicts the chronology and understanding of US involvement in the Middle East since the establishment of Israel in the post-World War II era.
- Students will prepare a presentation that will provide an in-depth analysis of assigned United States and Middle East history. Presentations will include background causes and factors leading to American involvement, the role America played in the event, significant figures and developments, the political, social, and economic impact of the event on nations involved, and post-event outcomes.

Assessments:

- **Diagnostic:**
  - Pretest the student's knowledge of the Cold War and the War on Terror.
  - Class discussion on the Cold War and the War on Terror prior to having students chart or identify for a grade.
  - Graphic organizers, brainstorming, class discussion, teacher-designed worksheets and review assignments.

- **Formative:**
  - Read selected primary and secondary sources and answer questions; charts; graphic organizers; class discussions; teacher observations and questioning techniques; teacher checks on progress; group activities, individual assignments.
  - Essays for Unit 9.

- **Summative:**
  - Multiple Choice and SAQ Unit Test - Cold War
  - Group Project and Presentation - The United States and the Middle East
  - Individual Project - Modern American Foreign Policy Topics Collage

- **Correctives:**
  - Have personal discussions with students about the Cold War and modern foreign policy issues if they are struggling to comprehend in a group class setting.
  - Offer extra graphic organizers and charts for those struggling with key concepts.

- **Extensions:**
  - To finish up the year, students can choose any topic interesting to them that they can connect back to U.S. history, and complete a research project on it in any format the teacher sees fit. Students should focus on coming up with a guiding research question to lead their work.
  - Students can create a "roadtrip through American history" for which they create a roadtrip across the U.S. or the world with stops at the most important places in American history.